Mark Georges

Individualized Integrated Curricular Unit For

Carlos 3rd Grade

Objective: The objective of this unit is to integrate the curriculum requirements for English Language Arts and Social Studies to create an effective learning unit for Carlos that satisfies TEKS requirements and provides added reading support for Carlos.

Social Studies TEKS:

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;

(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;

(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;

(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and

(E) identify and compare the human characteristics of various regions.

(11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;

(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and

English Language Arts TEKS:

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(C) identify whether the narrator or speaker of a story is first or third person.

(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and

(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

Books to Be Read During Unit:

My Mexico: Poems by Tony Johnson. (Fiction) This is a collection of poems in English and Spanish that talk about communities and different aspects of community life.

Gol! By Luigi Gariando. (Fiction) This is a book about Soccer and the group of eight children who share the passion and the dream to be the best. This is a multi chapter book that we will read throughout the weeks and cover in our unit. This book will be given to Carlos at the end of the unit to continue reading.

Family, Familia by Diane Gonzales Bertraind. (Fiction) This is a book about a family reunion and Daniel who finds some pleasant surprised there.

Conoce a Miguel de Cervantes by Edna Iturralde. (Nonfiction) A book about the life and contributions of Miguel de Cervantes.

Conoce a Pablo Neruda by Georgia Lazaro Leon. (Nonfiction) A book about the life and contributions of Pablo Neruda.

Michelle Obama Primera dama y primera mama by De Roberta Edwards. (Nonfiction) This is a book about Michelle Obama as first lady and mother. The book describes her role as first lady and mother to two daughters.

Opuestos by Sandra Boynton. (Fiction) This is a book about opposites in Spanish. I chose this book because Carlos had problems with opposites during the assessment stage.

Quien fue Benjamin Franklin by Dennis Brindell Fradin. (Nonfiction) This is a biography about Benjamin Franklin and his accomplishments.